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ABSTRACT

Out-of-school time (OST) programs have taken on a new importance in recent years because of changes in society. This paper examines OST programming and suggests reasons and mechanisms for integrating outcomes and research into program design. It explains and promotes the integration of outcomes and research into program development, provides examples of research-based best practices, and links specific best practices to priority student outcomes and explains how these can be used in program design. Based on a review of the literature, the paper presents the following findings: (1) It is important to identify the priority outcomes before designing or enhancing OST programs, and it is equally important to have sound reasons for selecting these outcomes; (2) research-based strategies can substantially contribute to program quality; (3) whether a specific program framework or customized set of activities, research-based best practices can help shape, refine, and authenticate quality program design; and (4) intentional combinations of proven practices can produce a variety of specific results. To help contribute to the research, the paper suggests the following: Engage professionals; collect basic data; identify what is to be measured; design a simple experiment; and share results. Appended is a list of recommended websites. (Contains endnotes and 35 references.) (WFA)

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OUTCOMES AND RESEARCH IN OUT-OF-SCHOOL TIME PROGRAM DESIGN

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OUTCOMES AND RESEARCH IN OUT-OF-SCHOOL TIME PROGRAM DESIGN

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INTRODUCTION

Overview

- "After-school programs keep children of all ages safe and out of trouble." (Safe and Smart)[1]
- "Community-based youth development programs promote positive academic and social outcomes among teenagers."(Children's Aid Society)[2]
- "Children who spend time in after-school programs are better behaved and more respectful toward others." (The After-School Corporation)[3]
- "After-school programs have been shown to reduce the use of tobacco, drugs, and alcohol among adolescents."(The After-School Corporation)[4]
- "Quality youth development programs can cut crime immediately and transform this prime time for juvenile crime into hours of academic enrichment, wholesome fun and community service." (Fight Crime: Invest in Kids)[5]

These (and similar) quotes are found throughout the literature describing the importance of after-school programming, positive youth development activities, and related disciplines. The statements are accurate, but within each there are gaps in the sequence of assumptions. What is a "quality program," and what components contribute to quality programming? Do all after-school programs produce results, including the bad ones? Has it been documented that quality out-of-school time programs result in specific behaviors? If so, where and how? Do specific programs or "Best Practices" ensure specific outcomes?

The purpose of this paper is to suggest reasons and mechanisms for integrating outcomes and research into quality program design. To arrive at its conclusions, the paper follows this sequence of steps:

1. It provides basic background information on "out-of-school time" (OST) programming and its current prevalence in the United States.
2. It explains and promotes the integration of outcomes and research into program development.
3. It provides examples of research-based Best Practices.
4. It links specific Best Practices to priority student outcomes, and explains how these can be utilized in program design.

Background

The National Institute on Out-of-School Time (NIOST) defines out-of-school time (OST) programs as "encompassing a wide range of program offerings for young people that take place before school, after school, on weekends, and during the summer and other school breaks."[6] Categories within the field often include school-aged childcare, after-school programs, and positive youth development activities. Some OST programs are topic-specific and focus on categories such as arts and crafts, tennis or basketball, singing and dancing, or math and science. Others integrate a broader selection of disciplines including academic enrichment, physical activities, cultural awareness, and community service.

After-school programs have existed and thrived for many years. Why are they currently the focus of so much local, state, and national attention? According to the Federal Department of Education,

> "The need for increased opportunities for children to learn and develop in safe and drug-free environments outside of regular school hours is clear. Without affordable, high-quality after-school care available to parents who work, many children must care for themselves or be supervised by older siblings, responsibilities that distract them from schoolwork. Lacking constructive community activities to engage them after school, children are vulnerable to drug use and gang involvement outside of school hours. In communities without libraries, many children do not have access to books and other information resources or adults who can help with challenging homework; as a result, some of these students may not learn the skills they need to become productive citizens."[7]

In today's society, many children live in households with two working parents or a single parent or guardian. This means that younger children often need adult supervision after school and before dinnertime. Many delinquent activities tempt teenagers between the hours of 3 and 6 PM, creating a need to substitute negative behaviors with positive pastimes. Children could be doing better in school or attaining better employment, and the out-of-school time hours are an opportunity in which to promote these aspirations. The non-school hours are also a period in which to nurture personal and social skills needed to thrive in today's world. All of these considerations have triggered a tremendous infusion of interest, time, money, resources, and research into the field of out-of-school time programming.

OUTCOMES AND PROGRAM DESIGN

Overview

Simply stated, outcomes are results. Of particular interest in the field of out-of-school-time programming are student outcomes (measurable changes in groups or individuals), program outcomes (broad demonstrations of program success), geographic outcomes (effects on cities, states, or countries), and/or some configuration of the three. For the purpose of this paper, the term "outcome" refers to the impact an OST program has on its participants.

Outcomes are generally positive, realistic, and quantifiable. The Harvard Family Research Project (HFRP) describes the current array of national OST outcomes:

> "Currently, programs within the field have outcomes ranging from improving academic achievement and developing more effective juvenile justice to strengthening athletic and physical ability and promoting life skills, with companion goals and objectives."[8]

Across the country, four priority OST student outcomes emerge. These are:

1. Increased academic achievement
2. Decreased involvement in risky behaviors
3. Improved access to employment
4. Enhanced life skills.

These four outcomes have several sub-headings. Included within the category of "academic achievement" are often the sub-titles of better grades, increased high school graduation, and improved college access. The outcome of "avoiding risky behaviors" frequently includes decreased drug and alcohol use, less involvement in crime or violence (as both victims and perpetrators), and decreased likelihood of teenage pregnancy. Career access can be defined as learning about jobs, getting a job, and/or maintaining employment. Finally, the broad category of "life skills" may encompass improved communication skills, peer relations, self-confidence, and cultural sensitivity.

There is overlap among the terms outcome, indicator, and strategy. For instance, improved grades can be an outcome (a desirable final result) as well as an indicator (one way to measure academic achievement). "Enhanced life skills and self-sufficiency" can be a strategy (as in a method of deterring drug abuse) or an outcome in itself. Job retention can be an indicator or an outcome - and so forth. This paper will attempt to maintain consistency in its terminology and examples.

Addressing Outcomes in Program Design

Out-of-school time programs are often labeled "quality programs" when they are well organized, draw and retain students, are popular with participants and families, develop a good reputation within the community, and become self-sustaining. However, popular and/or stable programs are not necessarily successful at producing results. Defining "quality" in OST programming goes beyond spotlighting those programs which have received the most praise, existed the longest, and grown the most rapidly. In a culture that expects profound benefits from out-of-school-time participation, OST programs should also

be designed to achieve desired and articulated outcomes. This means selecting strategies, techniques, approaches, and activities that are likely to produce results as well as engage and satisfy participants and their families.

Benefits

According to The Harvard Family Research Project, "Correlating key elements of quality programs with positive developmental outcomes offers insight into programs that are having an impact on children's lives."[9] NIOST adds, "Our society has moved away from a system that measures the value of programs by monitoring expenditures and activities, to one which emphasizes proven results. These days, the important question is not what have you done, but rather, what difference did it make?" NIOST goes on to describe the "big picture" benefits achieved through outcomes-oriented programming:

- After-school initiatives that are more intentional, focused, and effective
- Increased public confidence in the efficacy of out-of-school time initiatives and programs
- Increased recognition of the valuable role played by after-school intermediary organizations, and of the true cost of achieving desired outcomes at both site and systems levels
- Fewer rules and regulations, thereby giving projects more local control and the opportunity to become more innovative, collaborative, and flexible[10]

Selecting Outcomes

Not all OST programs can or should address academic achievement, risk-reduction, successful employment, and improved life skills. Some programs may concentrate on one or two of these broad topics, some may focus on other equally compelling outcomes, and many piece together their own combinations of desired results.

How are program outcomes determined? Often the answer is obvious. If an agency's purpose is combating juvenile delinquency, decreased involvement in criminal activities will top its list of desired outcomes. For example, the goals of the Teens, Crime, and the Community Initiative are "to help teens feel more connected to their community, reduce the high rate of youth victimization by teaching them violence prevention strategies, and build relationships between youth and adults."[11] If a funder is interested in strengthening its potential workforce, a primary program outcome may be participant employability. Similarly, the available/target audience may determine priority outcomes.

It is important to identify the priority outcomes before designing or enhancing an OST program. It is equally important to have sound reasons for selecting these outcomes. Only then does the concept of including outcomes in program design make sense.

RESEARCH AND PROGRAM DESIGN

Overview

> "In this era of accountability, evaluation and research that demonstrate program success will ultimately drum up financial support for programs and build credibility in the field. Although some feel that policy and practice need a greater selection of research to draw upon, the out-of-school time field now has enough credible knowledge to establish promising practices." (HFRP)[12]

Many out-of-school time programs have never focused on outcomes, are being significantly upgraded, and/or are completely new. They may have little or no direct experience in linking program activities to participant impact. Pilot programs (which generally serve a small number of students in a controlled setting) and informal experiments can help identify effective techniques for achieving results. Unfortunately, the immediate need for after-schoo! and positive youth development programs generally prohibits restrictive and time-consuming testing. How, then, can programs select and implement strategies that are most likely to produce desired outcomes?

In the field of out-of-school time programming, research helps link successful strategies to desired results. This type of research takes on many shapes. Analysts may look at the increases or decreases in participant behaviors over the duration of a particular initiative, or they may measure the combined impact of several programs. They may analyze entire programs or specific program components. They may or may not incorporate qualitative evaluations of participants, teachers, parents, and community members. Whatever the process, the results are that specific techniques can often be linked to articulated outcomes.

Benefits

Integrating research into program design is helpful for a number of reasons. When building a program from scratch, it is useful to know which techniques have been linked to outcomes elsewhere. As programs grow, their outcomes and content also evolve, and tested strategies can provide a selection of "proven" activities from which to choose. Research-based programs suggest validity to students, families, schools, communities, politicians, and funders. These programs may also be easier to evaluate because many of the assessment tools have already been established.

It is important to stress that popular programs, unsupported by research, are not automatically substandard or ineffective. The ability to attract participants, maintain enrollment, engage children, please families, secure community support, procure funding, and stay in business are significant accomplishments. In addition, youth and family satisfaction surveys, anecdotal evidence, personal testimonies ("Attending this program is the best thing I ever did and helped me get better grades in school"), and other types of informal verification can contribute to the design and improvement of quality programs.

Research itself can be incomplete, inconclusive, and skewed. It is difficult, for instance, to attribute significant increases or decreases in student behaviors to their limited time spent in OST programs. Comparing the progress of program attendees to that of a non-participating control group can be misleading, since students who attend OST programs can begin with a higher level of motivation or maturity as evidenced by their willingness to enroll. And some say programs that attract researchers are significantly more popular, visible, and/or sophisticated from the outset. Still, research-based strategies can substantially contribute to program quality.

RESEARCH-BASED BEST PRACTICES

Overview

As explained in the earlier section defining quality, effective strategies in out-of-school time programming are not necessarily those which have been used the most, gained the most popularity, been around the longest, or been exchanged among the greatest number of programs. In the context of this paper, Best Practices are carefully selected and coordinated techniques that have demonstrated direct connections to desired results.

Program Frameworks

Many professional organizations publish *research-based* program frameworks. These broad collections of OST suggestions have been carefully tested, refined, and replicated. Some apply specifically to one population (such as older or younger children) or outcome (such as academic achievement or risk prevention). The following are three well-respected frameworks for quality OST programs:

1. The National Youth Development Information Center (NYDIC) offers the building blocks for successful programs:
   - A comprehensive strategy with clear mission and goals
   - Committed, caring, professional leadership
   - Youth-centered activities in youth-accessible facilities
   - Culturally competent and diverse programs

- Youth ownership and involvement
- A positive focus including all youth[13]

2. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) promotes agency-specific youth outcomes. Their recommendations for OST programs are comprehensive and emphasize:
   - Quality of implementation
   - Caring, knowledgeable adults
   - High standards and expectations
   - Parent/guardian participation
   - Community involvement
   - Holistic approaches
   - Youth as resources/community service/service learning
   - Work-based learning
   - Long-term services, support, and follow-up[14]

3. Lastly, The After-School Corporation (TASC) offers the following advice:
   - A quality after-school program promotes universality, democracy, equity, diversity, and inclusion.
   - A quality after-school program offers activities that require critical thinking, self-direction, risk-taking, fitness, curiosity, imagination, aesthetics, expressiveness, movement, and communication.
   - A quality after-school program promotes service and compassion.[15]

Program Standards

There are a handful of nationally acclaimed sets of OST standards. One is published by The National School Aged Childcare Alliance (NSACCA) and is comprised of 40 research-based implementation strategies. These comprehensive Standards serve as a template for designing quality programs and form the basis for a self-assessment and accreditation system. The six broad categories of Standards, applicable primarily to elementary school students, are:

- Human Relationships
- Indoor Environment
- Outdoor Environment
- Activities
- Safety, health, and Nutrition
- Administration[16]

The SEARCH Institute, well known for its research into and publication of the "40 Developmental Assets," publishes another set of standards. These "building blocks of healthy development that help young people grow up healthy, caring, and responsible" are divided into the following headings and sub-headings:

- External Assets
  - Support
  - Empowerment
  - Boundaries and Expectations
  - Constructive Use of Time

- Internal Assets
  - Commitment to Learning
  - Positive Values

- Social Competencies
- Positive Identity[17]

Some cities and networks have combined elements of the NSACCA Standards and 40 Developmental Assets to produce frameworks that accommodate both younger and older children. Philadelphia's "Core Standards for Children and Youth Programs" merged and customized both documents to reflect the needs, skills, and aspirations of all area students in grades 1-12. Other important sources of standards-based information are local, state, and national academic standards. These can help shape OST programs, increase their relevance to classroom activities, and spur the interest and involvement of school district personnel. Lastly, city and state licensing requirements often necessitate that important childcare standards be met and maintained. This last category of standards should be of particular interest to providers who work with elementary-aged students.

Program Activities

> "During their out-of-school time, children need time to play, explore, create, learn new skills, and relax. A balanced program should offer children free time as well as a wide variety of structured activities that are fun and interactive and that help them develop or enhance leadership and social skills, self-esteem, conflict resolution abilities, academic skills, and interest and hobbies. Programming can include opportunities for children to participate in group projects and special interest-clubs, work on homework, participate in tutoring and mentoring, go on field trips, and conduct community service projects. Quality out-of-school programs offer balanced, culturally-relevant programming that is tailored to children's interests and developmental needs as well as the needs and desires of parents, schools and communities." (NIOST)[18]

> "Effective strategies combine programs such as truancy reduction, mentoring, conflict resolution, after-school tutoring, vocational training, cultural development, recreation, and youth leadership in multipurpose family resource and neighborhood centers in school and community settings." (Office of Juvenile Justice and Delinquency Prevention)[19]

Most quality OST programs include varied combinations of similar activities. Among these components are project-based learning, service learning and community service; mentoring, tutoring, and homework help; college access services; cultural enrichment opportunities; technology training; connections to families, schools, and communities; interpersonal skill development; on-the-job training; and career readiness curriculum. These combinations vary depending on the agency, the program, the age-level, the audience, and desired outcomes. Whether it is a specific program framework or customized set of activities, research-based Best Practices can help shape, refine, and authenticate quality program design.

LINKING BEST PRACTICES TO PRIORITY OUTCOMES

Overview

There is definitive research linking Best Practices to specific student outcomes. *Appendix A*, entitled "Recommended Websites," lists the 10 websites utilized most often throughout this paper. These websites inevitably refer users to other websites, demonstrating that the list of 10 is neither absolute nor complete. What these sites do offer are numerous articles, quotes, studies, tables, graphs, charts, assessments, and evaluations linking specific strategies to specific outcomes.

Linkages

Investigating the connection between Best Practices and specific outcomes yields concrete and encouraging results. The four prevalent OST student outcomes, listed previously, have been directly linked to and enhanced by the following Best Practices:

1. Outcome: Increased Academic Achievement
   Sample Indicators: Improved grades; better test scores; improved school attendance; reduced drop-out rates; increased high school graduation, increased college attendance and graduation
   Best Practices: Academic achievement programs; constructive learning activities; cultural activities; community-based youth development programs; consistent adult guidance and support; service-learning; mentoring; tutoring; asset-based programming; project-based learning; formal after-school programs; extracurricular activities
   Sample Documentation:
   - "In Memphis, Tenn., students who participated on a regular basis in an after-school program with group tutoring and a language arts curriculum showed higher academic achievement than their peers according to state assessment." (Safe and Smart)[20]
   - "Schools that sponsor service-learning programs reported that attendance increased every year over a three-year period." (Learning In Deed)[21]

2. Outcome: Decreased Involvement in Risky Behaviors
   Sample Indicators: Decreased incidences of sexual activity and teen pregnancy; reduced delinquency and conduct problems; reduced drug and alcohol abuse; less likelihood of making unhealthy choices such as violence and smoking; fewer juvenile arrests and felonies
   Best Practices: Service learning; life skills training; consistent adult guidance and support; training or coaching in thinking skills; community-based mentoring; asset-based programming; extracurricular activities; cultural after-school activities; access to vocational arenas, therapeutic counseling, and academic enrichment after school; skills development programs; after-school activities such as volunteer work, sports, and spending more time on homework
   Sample Documentation:
   - "Community-based mentoring by Big Brothers Big Sisters of America significantly reduced drug abuse in one experiment." (NYDIC)[22]
   - "The more assets a young person reports having, the less likely he or she is to make harmful or unhealthy choices. These include problem alcohol use, violence, illicit drug use, and sexual activity." (SEARCH)[23]

3. Outcome: Increased Access to Employment
   Sample Indicators: Higher career aspirations; positive increases in career exploration knowledge; increased likelihood of choosing positive paths; improved proficiency in skills requiring leadership and teamwork; improved work habits; increased employment and retention rates
   Best Practices: Community-based youth development programs; consistent adult guidance and support; asset-based programming; formal after-school programs; service learning
   Sample Documentation:
   - "Resiliency theory indicates that children who have consistent access to adult guidance and support have better outcomes, such as higher education and career aspirations, and lower incidence of at-risk behavior." (Children's Aid Society)[24]
   - "Students who participated in service-learning reported gaining career skills, communication skills and a positive increase in career exploration knowledge." (Learning In Deed)[25]

4. Outcome: Enhanced Life Skills
   Sample Indicators: Increased number of positive peer relationships; decreased number of classroom conflicts and confrontations; improved written and verbal communication skills; increased understanding and acceptance of cultural differences; increased interest and success in filling leadership roles
   Best Practices: Social competency skills curriculums; stress management workshops, problem-solving activities; stable relationships with caring adults; service-learning and community service opportunities; organized after-school programs; cultural activities

Sample Documentation:

- "Students who engaged in service-learning showed increases over time in their awareness of cultural differences and attitudes towards helping others." (Learning In Deed)[26]
- "Research shows that the 40 Developmental Assets help young people make wise decisions, choose positive paths, and grow up competent, caring, and responsible." (SEARCH)[27]

As demonstrated above, outcomes can be influenced by more than one Best Practice; similarly, combining strategies can produce a variety of outcomes. Other outcomes attributed to quality OST programs include a better understanding of civic responsibility, a greater likelihood of maintaining good health, and a decreased likelihood of being lonely. In addition to documenting the impact on students, some literature details the effect of OST programs on schools, parents, siblings, communities, and the national economy. Research demonstrates that intentional combinations of proven practices can produce a variety of specific results.

PRACTICAL APPLICATION

Overview

This paper has provided an introduction to the field of out-of-school time programming, arguments for integrating outcomes and research into program design, and examples of Best Practices supported by credible research. How are quality programs created using any or all of this information? How do priority outcomes engage with and drive effective program development? How are research-based Best Practices actually incorporated into program design and improvement?

Adopting and Adapting Models

NSACCA, The Search Institute, and other professional organizations offer detailed research-based recipes for OST program design and implementation. Similarly, almost every state and large city in the nation publishes comprehensive program profiles and case studies. City-based examples are "Hands on Atlanta," San Diego's "6 to 6" initiative, "LA's BEST," and "Baltimore's Out-Of-School Time Strategy." One way to build a solid program is to investigate models that have successfully achieved intended outcomes. These project descriptions often provide details about how the program was developed, modified over time, assessed, and replicated. By paying attention to commonalties between desired outcomes, locations, resources, populations, and other key components, program designers can effectively adopt or adapt others' strategies.

Building New Programs

A more ambitious approach to creating a quality OST program is to piece together the individual activities that capitalize on available resources, suit a particular population, and have been linked to desired results. For example, in designing an after-school program intended to promote academic achievement and career access in middle school students, one might compile and incorporate research-based Best Practices (such as tutoring and service-learning) which have successfully produced these outcomes in similar populations. Mentoring programs have been connected to decreased juvenile delinquency rates and could be included in a program seeking to decrease high-risk behaviors. The deliberate inclusion of caring and accessible adults has been correlated with increased social competence and job readiness. The better articulated the student outcomes, the easier it is to locate and incorporate appropriate programming techniques.

Additional Applications

Sometimes the most interesting projects are those that utilize a combination of approaches and strategies. For example, a long-standing, all-purpose after-school program may receive funding from a foundation specifically interested in increased college access and graduation. Incorporating additional, research-based Best Practices into an already well established program can combine history with innovation and represent the best of both worlds. Similarly, combining elements from different models may create new, unique, community-based and population-specific offerings.

Contributing to the Research

This paper confirms that substantial research in the field of out-of-school time programming and Best Practices has been conducted and is accessible. It is also evident that many programs have not been in operation long enough or have not had the inclination to carry out their own research. Some programs may have existed for years but just recently adopted the NSACCA Standards, incorporated the SEARCH Institute's 40 Developmental Assets, or implemented some other new curriculum or set of standards. In Philadelphia, for example, after-school and positive youth development programs are not a new innovation. However, the Core Standards for Youth Programs have only been developed, integrated, and implemented over the past two years - thus providing an opportunity for new research. Although this paper does not prescribe detailed research procedures or methodologies, the following suggestions may help guide attempts at collecting new data:

1) Engage professionals. Research, assessment, and evaluation are complex disciplines best coordinated by professionals in the field(s). If finances are an obstacle, programs can sometimes enlist the assistance of a local research university or the public school data/information research services department. Utilizing experts will help implement and validate the four suggestions described below.

2) Collect basic data. From the beginning, develop comprehensive and logical mechanisms for procuring and maintaining data. Common types of data include student names, addresses, social security numbers, schools, family contacts, etc. Anticipating a long-term tracking study, one after-school program requests "the name and phone number of someone who will know where you are five years from now."

3) Identify what is to be measured. If a program is trying out a new curriculum, providers and funders will probably want to know if its implementation affects student outcomes. Administrators of a completely new program may be interested in whether participants show increases or decreases in behaviors relative to non-participating students. Even the inclusion of a single new program component, such as tutoring activities, can be evaluated in terms of its impact on an outcome such as academic achievement.

4) Design a simple experiment: Determine the process by which the key questions will be answered. Suppose, in the first example above, that the newly introduced curriculum is intended to decrease truancy. A simple experimental design would compare school attendance data for the previous year, when the curriculum was not in place, to similar data after the curriculum was implemented. A hypothetical conclusion might be, "Our study showed that, by implementing Curriculum X for one year, our student truancy rate decreased from 9% to 3%." Remember, however, that correlating student outcomes with OST programming is not easy - thus the initial recommendation of hiring a professional.

5) Share results: Needless to say, the out-of-school time arena is hungry for quality program models, concrete research linking Best Practices to outcomes, and new and improved ways of implementing and assessing programs. Hopefully, this paper provides the basic information, rational and motivation for contributing new insights and discoveries to the field of out-of-school time programming.

APPENDIX A:
OUT-OF-SCHOOL TIME PROGRAMMING:
RECOMMENDED WEBSITES

The following 10 websites contain excellent information pertaining to after-school programs, positive youth development, out-of-school-time activities, and related topics. They offer information ranging from statistical research and outcomes identification to best practices, model programs, and additional links and resources.

1. The Academy for Educational Development (AED), Center for Youth Development and Policy Research: *www.aed.org*
   - Comprehensive definitions of Positive Youth Development and related terms
   - Guidelines for recruiting training, and evaluating Youth Practitioners
   - Identification and connection of best practices to desirable youth outcomes

2. The After-School Corporation (TASC): *www.tascorp.org*
   - History of, need for, and benefits of after-school programs
   - Strategies for designing, implementing, and assessing school-based programs
   - Detailed descriptions model programs

3. Child Trends: *www.childtrends.org*
   - Comprehensive tables of what does and does not work in adolescent programming
   - Impact of academic achievement programs on diverse student outcomes
   - Specific components of quality after-school programs

4. The Harvard Family Research Project (HFRP): *www.gse.harvard.edu*
   - Database of national program profiles and evaluations
   - Connecting theory, practice, and policy
   - Noteworthy program models

5. The National Institute on Out-of-School Time (NIOST): *www.niost.org*
   - Comprehensive overview of the out-of-school-time field
   - Diverse fact sheets and publications
   - Explicit how-to manuals and activity guides

6. The National Youth Development Information Center (NYDIC): *www.nydic.org*
   - Definitions of common Positive Youth Development (PYD) terms
   - Reviews of best practices
   - Funding opportunities and current events

7. Office of Juvenile Justice and Delinquency Prevention: *www.ojjdp.ncjrs.org*
   - Statistics on and programs designed for high-risk youth
   - Connections between specific best practices and priority outcomes
   - Snapshots of model programs

8. Public/Private Ventures: *www.ppv.org*
   - Best practices in out-of-school-time activities
   - Youth programming in a broader Philadelphia context
   - Highlights of model programs

9. Twenty First Century Community Learning Centers: *www.ed.gov/21stcclc/:*
   - Programs which emphasize academic enrichment and achievement
   - Recommended strategies for working with at-risk youth
   - Identifying, working toward, and measuring outcomes

10. The SEARCH Institute: *www.search-institute.org*
    - Identification of the 40 Developmental Assets necessary for positive youth development
    - Tools for asset-building
    - Specific outcomes associated with asset-based programs and approaches

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ENDNOTES

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